

Wisconsin Model Early Learning Standards Alignment with Wisconsin Common Core State Standards for English Language Arts and Mathematics

Wisconsin's adoption of the Common Core State Standards provides an excellent opportunity for Wisconsin school districts and communities to define expectations from birth through preparation for college and work. By aligning the existing Wisconsin Model Early Learning Standards with the Wisconsin Common Core State Standards, expectations can be set from birth through high school completion.

Since 2003, the Wisconsin Model Early Learning Standards have helped all programs serving children under mandatory school age to identify what children from birth through age 5 should know and be able to do. Schools across the state have worked with child care, Head Start, and other community programs to incorporate the Wisconsin Model Early Learning Standards into their early childhood special education, four-year-old kindergarten, and five-year-old kindergarten programs. The adoption of [Wisconsin Common Core State Standards](#) will allow significant alignment between the [Wisconsin Model Early Learning Standards](#) and the Wisconsin Common Core State Standards in the areas of English language arts and mathematics. The Wisconsin Model Early Learning Standards provide developmental expectations for young children from birth through kindergarten that are foundational to the Wisconsin Common Core State Standards for kindergarten through grade 12.

School districts are encouraged to use both the Wisconsin Model Early Learning Standards and the Wisconsin Common Core State Standards as they move forward with their standards work in early childhood special education, four-year-old kindergarten, five-year-old kindergarten programs, and the primary school years. The following information is provided to assist in these efforts.

Introduction to Wisconsin Model Early Learning Standards

Based on research and supported by evidence-based practices, the Wisconsin Model Early Learning Standards (WMELS) provide a framework for families, professionals and policy makers to:

- Share a common language and responsibility for the well-being of children from birth to first grade;
- Know and understand developmental expectations of young children;
- Understand the connection of early childhood with K-12 educational experiences and lifelong learning.

The WMELS specify developmental expectations for children birth to first grade and address all the domains of a child's learning and development including: Health and Physical Development; Social and Emotional Development; Language Development and Communication; Approaches to Learning; and Cognition and General Knowledge. The developmental domains are highly interrelated. Knowledge and skills developed in one area of development impact the acquisition of knowledge and skills in other areas of development. Each domain is divided into sub-domains which include developmental expectations, program standards, performance standards, and a developmental continuum, along with samples of children's behavior and adult strategies.

Connection with Curriculum, Instruction and Assessment

The WMELS are intended to:

- Improve the quality of all early learning environments;
- Guide professional development activities and investments;
- Inform educators and caregivers in their decisions regarding approaches to curriculum development across all early learning environments;
- Guide communities as they determine local benchmarks at the district level. The local benchmarks assist to make decisions regarding curriculum and assessment that will determine instruction, interactions and activities.

Connection of WMELS and the Wisconsin Common Core State Standards

The WMELS address expectations for young children between birth to first grade. The Wisconsin Common Core State Standards address what students should know and be able to do from kindergarten through twelfth grade. Since the WMELS and the Wisconsin Common Core State Standards both address the kindergarten level, it is suggested that local school districts use both documents to guide curriculum, instruction and assessment decisions.

For more information about the Wisconsin Model Early Learning Standards:

<http://www.collaboratingpartners.com/wmels-documents.php>

For more information regarding the Wisconsin Common Core State Standards:

<http://dpi.wi.gov/standards/index.html>

**Wisconsin Model Early Learning Standards
Comparison with Mathematics Strands of Wisconsin Common Core State Standards
(Grade K Overview)**

Wisconsin Model Early Learning Standards

Developmental Domain: V. Cognition and General Knowledge

Sub-Domain: B. Mathematical Thinking

Wisconsin Common Core State Standards: Mathematics Domains					
	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
Wisconsin Model Early Learning Standards	Performance Standard B.EL.1 Demonstrates understanding of numbers and counting	Performance Standard B.EL.2 Understands number operations and relationships Performance Standard B.EL.4 Uses the attributes of objects for comparison and patterning	Performance Standard B.EL.2 Understands number operations and relationships Performance Standard B.EL.4 Uses the attributes of objects for comparison and patterning	Performance Standard B.EL.5 Understands the concept of measurement Performance Standard B.EL.6 Collects, describes and records information using all senses	Performance Standard B.EL.3 Explores, recognizes and describes shapes and spatial relationships

**Wisconsin Model Early Learning Standards
Comparison with English Language Arts Strands of Wisconsin Common Core State Standards
(Kindergarten)**

Wisconsin Model Early Learning Standards

Developmental Domain: III. Language Development and Communication

Sub-Domain: C. Early Literacy

	Wisconsin Common Core State Standards: English Language Arts Strands			
	Reading: Literature	Reading: Informational Text	Reading: Foundational Skills	Writing
Wisconsin Model Early Learning Standards	Performance Standard C.EL.1 Shows an appreciation of books and understands how print works	Performance Standard C.EL.1 Shows an appreciation of books and understands how print works	Performance Standard C.EL.1 Shows an appreciation of books and understands how print works Performance Standard C.EL.2 Develops alphabetic awareness Performance Standard C.EL.3a Develops phonological awareness Performance Standard C.EL.3b Develops phonemic awareness Performance Standard C.EL.4 Demonstrates the use of strategies to read word	Performance Standard C.EL.5 Uses writing to represent thoughts or ideas

**Wisconsin Model Early Learning Standards
Comparison with English Language Arts Strands of Wisconsin Common Core State Standards
(Kindergarten)**

Wisconsin Model Early Learning Standards

Developmental Domain: III. Language Development and Communication

Sub-Domain: A. Listening and Understanding

Sub-Domain: B. Speaking and Communicating

Sub-Domain: C. Early Literacy

Wisconsin Common Core State Standards: English Language Arts Strands		
	Speaking and Listening	Language
Wisconsin Model Early Learning Standards	Performance Standard A.EL.1 Derives meaning through listening to communication of others and sounds in the environment	Performance Standard B.EL.2a Uses vocalizations and spoken language to communicate (Language Form-Syntax: rule system for combining words, phrases and sentences, includes parts of speech, word order and sentence structure)
	Performance Standard A.EL.2 Listens and responds to communications with others	Performance Standard B.EL.2b Uses vocalizations and spoken language to communicate (Language Form-Semantics: rule system for establishing meaning of words, individually and in combination)
	Performance Standard B.EL.2a Uses vocalizations and spoken language to communicate (Language Form-Syntax)	Performance Standard C.EL.5 Uses writing to represent thoughts or ideas
	Performance Standard B.EL.2b Uses vocalizations and spoken language to communicate (Language Content-Semantics)	
	Performance Standard B.EL.2c Uses vocalizations and spoken language to communicate (Language Function-Pragmatics)	